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ERIC abstracts on public relations in education are compiled that were announced in RIE through September 1969. The key terms used to compile this collection are "public relations," "publicize," "school community relationship," and "human services." The following information is presented for each document: Author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price and availability, and abstract. A subject index is cross-referenced with the document listing. (MK)

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ERIC Abstracts on:

*Public Relations
in Education*

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ERIC ABSTRACTS:

A Collection of ERIC Document Resumes on

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Compiled by

the

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October 1969

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PREFACE

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Philip K. Piele
Director

INTRODUCTION

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1. Agger, Robert E., and Goldstein, Marshall N. Educational innovation in the community. Eugene: University of Oregon, January 30, 1967. 357p. ED 010 164 MF \$1.50 HC \$17.95.

The school politics of two communities were reported. Random-sample surveys were conducted for both the school districts of Eugene and Springfield. Interviews were made with 703 randomly selected adults in Eugene and 528 in Springfield. Attitude or orientation measurements were obtained for various aspects of their public school systems. These measures were obtained 4 years later, after the new techniques had been initiated in the school systems. The findings indicated both programs had a visible impact upon citizens, both in their conversation and their regard for their schools.

2. Barnes, William D. A study of informal group activity within a community's educational arena. Eugene: University of Oregon, 1961. Ed.D Thesis. ED 020474 Not available from EDRS. (Available from University Microfilms, Ann Arbor, Michigan, MF \$2.75 Xerox \$8.00, 175p.)

This longitudinal field study examined the informal relationships by which school oriented leaders influenced the development of policy in the educational arena of an Oregon community. Considered were 15 businessmen and professionals who were named as leaders by many others in the community and were also recognized as being influential in local school matters. The influentials belonged to one or another of four informal groups: (1) The businessmen, long politically dominant in the community, and concerned with the financial management of the school districts; (2) young professionals concerned with improving municipal services; (3) several friends, almost all school district officials, who hunted and fished together; (4) the local newspaper editor and the new superintendent of schools, friends of long standing. Unlike the former superintendent whose actions had reflected the views of the businessmen, the new superintendent developed far more flexibility in role behavior, using many groups as referents in his policies and practices. Implications for public school administration were noted.

3. Beal, George M., and others. Iowa school bond issues, data book. Ames: Iowa State University of Science and Technology, 1966. 167p. ED 011 067 MF \$0.75 HC \$8.55.

Sociological aspects of the processes and relationships between school and community in relation to school bond issues were studied. In the first section, chapter I attempted to place school bond issues in the general context of educational needs, and Chapter II presented a review

of the literature and research studies that have dealt with recommendations and findings related to school bond issue elections. The second section provides a theoretical orientation and describes the sampling and field procedures used in this study. In the third section, data obtained from Iowa school superintendents involved in school bond elections during a 5-year period were analyzed and presented as a data book. Data gathered clearly indicated that superintendents considered cooperative performance between the superintendents and the board of education as more important in passing bond elections than the use of a citizen's advisory committee.

4. Beal, George M., and others. Iowa school bond issues. Summary report. Ames: Iowa State University of Science and Technology, 1966. 49p. ED 014 820 MF \$0.25 HC \$2.55.

To determine causal factors in the success or failure of school bond elections, a study was made of school bond election results from 1960 through 1964 in the 209 Iowa school districts maintaining a public high school, junior high school, or community college. Seventy-nine percent of the reporting districts (154 of 195 total) successfully passed bond elections during the 5-year period. Findings were developed from a mailed questionnaire response of school district superintendents, an analysis of voter turnout, and a multiple regression analysis of 29 independent variables, with percentage of affirmative vote as the dependent variable. Factors evaluated included existing situational variables, characteristics of the bond proposal, election strategy and timing, communications techniques used, and the perceived reasons for passage or failure of the bond issue. The importance for bond election success of the vocational education portion of a bond issue was studied in a secondary phase of the analysis, through intensive interviews with superintendents of 20 of the 24 districts where the bond issue was related to vocational education. Primary findings included the following: (1) Most communications media were negatively related to election success, (2) a community norm of bond election passage or failure appeared to be operative, (3) differentiation was minimal between elections for vocationally related purposes and those for other purposes, and (4) the lack of trends and significant correlations indicates there was as much variance within as between districts studied.

5. Bennett, John E. Identification and cultivation of constituencies. Paper presented to Annual Summer Workshop of the Council for the Advancement of Small Colleges, 13th--Sante Fe, New Mexico, August 5-8, 1968. 9p. ED 023 190 MF \$0.25 HC \$0.55.

Effective fund raising for colleges and universities is a highly competitive undertaking which requires a well-planned, constantly reevaluated program with imaginative publicity. While higher education has fewer constituencies from which to draw financial support than other gift-dependent institutions, those it has are usually more generous. These constituencies may be listed as (1) faculty, students, and staff, (2) foundations, (3) corporations, and (4) individuals. Faculty, students, and staff are the most important not only because they provide a portion of financial support but also because they largely determine whether an institution generates good or bad publicity. For an institution to identify the parts of these constituencies relevant to its program and then to obtain its share of financial support from them, it must have a well conducted research program, a well trained staff, and a professional development officer.

6. Carson, Robert B., and others. Teacher participation in the community, role expectations and behavior. Eugene: University of Oregon, 1967. 76p. ED 014 798 MF \$0.50 HC \$3.90 (Also available from the Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon 97403, for \$2.00.)

To examine the role and functions of teachers as social participants within the school and in the community, questionnaire survey data were analyzed from a 62 percent response of teachers (508 of 826 total) and 93 percent response of nonteachers (81 of 87 total) in three western Oregon communities. As viewed by teachers, normative expectations and actual practices of teachers, for 16 educational activities (e.g., teaching assignments, planning school plant expansion, and developing school budgets) were indicated on a continuum ranging from appropriateness of formal participation in specific decisionmaking processes to policy establishment and extent of personal involvement. Additional measures were determined for teacher perception of their appropriate social participation and influence at the community level, as viewed by nonteachers, comparative data defining teacher role norms were obtained from principals, superintendents, school board members, and community influentials. General findings indicated that social participation experiences and aspirations with respect to educational activities and community life are limited for most teachers in three ways-- (1) teachers believe their wide participation in such activities is inappropriate, (2) they have not participated extensively in these activities, and (3) they do not aspire toward a powerful decisionmaking role either in education or in community life. Fifty-nine empirical findings are appended.

7. Carter, Richard F., and others. The structure and process of school-community relations. Volume I, informal communication about schools. California: Institute for Communication Research, Stanford University, June 30, 1966. 427p. ED 017 054 MF \$1.75 HC \$21.45.

From an analysis of over 2,000 reconstructed conversations held by 50 adults in each of five school districts, questionnaire response data were obtained to measure flows of information and influence from the school to the community for obtaining public support. The study attempted to describe (1) persons who talk about schools, (2) the kinds of persons who engage in different amounts and kinds of conversation, (3) relationships between flows of information and influence, (4) the different ways people carry on conversations, and (5) networks of informal communication that exist in school districts. Each respondent was scored for conversation scope, initiative, direction, influence, conduct, and content. Two respondent interest orientations, as parent and as citizen, accounted for much of the difference between communicators and noncommunicators. Correlated with these orientations were demographic, participatory, and attitudinal characteristics for each respondent. Two-thirds of the informal communicators were found to be school parents, one-sixth school people, and one-sixth others (preschool parents, private school parents, postschool parents, and nonparents). Both information and influence flows appeared to be the sum of numerous informal social encounters, with no coherent structure of communication channels. Relevance was determined as the one communication principle inherent in successful influence.

8. Carter, Richard F., and Chaffee, Steven H. The structure and process of school-community relations. Volume II, between citizens and schools. California: Institute for Communication Research, Stanford University, June 30, 1966. 238p. ED 017 055 MF \$1.00 HF \$12.00.

From a 1964 quota-probability sample of interviews with 1,500 citizens 21 years of age or older, major variables were defined relating to communication between public schools and their communities. Primary content of the communication process studied was financial support for schools. For purposes of correlation analysis, respondents were related positionally to three role sets within a context of consumer roles: (1) Parental status (preschool parents, public school parents, private school parents, postschool parents, and nonparents); (2) utility (opinion of educational value received in return for taxes paid); and (3) adult's own educational experience. Six out of seven citizens interviewed thought children were not getting all they should out of education, either for

eventual economic benefits or for social and intellectual competencies. Communication by mediating agencies was found to be relatively ineffective. Newspapers were most successful, followed by television, radio, school board, parent organization, and citizens' committee. While public school parents participated in school affairs more than other parental status groups, overall citizen participation was low, three out of four respondents saying nothing could increase their interest in school matters. Eleven suggestions are made for increasing communication effectiveness in securing public support for public education, with special emphasis on formality, content, and timing.

9. Carter, Richard F., and others. The structure and process of school-community relations. Volume III, the structure of school-community relations. California: School of Education, Stanford University, June 30, 1966. 401p. ED 017 056 MF \$1.50 HC \$20.15.

To evaluate structural components of school-community relations, 860 variables were defined from the literature and grouped into 26 divisions for assessment against four summary criterion variables: (1) Acquiescence, the degree to which voters in a school district view financial issues favorably; (2) participation, the degree to which voters exercise their right of review by voting; (3) understanding, the degree to which informed observers similarly perceive school-community relationships; and (4) quiescence, the degree to which controversy and conflict are lacking in the school district. Findings of the study were based on data for a random national sample, drawn by the census bureau, of 180 school districts with 150 pupils or more, with the probability of selection proportional to school enrollment. Ten persons holding key roles were questioned in each district--superintendent, board president, four other board members, teacher representative, parent representative, and an interested citizen. Factor analyses of questionnaire responses, census data (1940, 1950, and 1960), and school records identified 256 variables as significantly related to one or more of the four criterion variables. While the structural analysis served primarily as a basis for the subsequent process analysis described in volume IV, practical uses of the study's identification of key structural variables include both the diagnosis and the solving of problems in school-community relations.

10. Carter, Richard F., and Ruggels, W. Lee. The structure and process of school-community relations. Volume IV, the process of school-community relations. California: School of Education, Stanford University, June 30, 1966. 239p. ED 017 057 MF \$1.00 HC \$12.05.

Based on a national random probability sample of 180 school districts with 150 or more pupils, drawn by the Bureau of the Census, four criterion variables were defined as indexes of school-community relations: (1) Understanding, the degree to which informed observers similarly perceive school-community relationships; (2) quiescence, the degree to which controversy and conflict are lacking in a school district; (3) acquiescence, the degree to which voters view school financial issues favorably; and (4) participation, the degree to which voters view school financial issues favorably; and (4) participation, the degree to which voters exercise their right of review by voting. From an analysis of school records, census data, and questionnaire responses from key members of the school structure and the community, 256 secondary variables were identified. Developing the structural outline of these four major and 256 minor variables (volume III), this subsequent analysis focused on the nature of the interaction process between schools and their communities. Employing standard statistical measurement techniques, including factor analysis, correlations among the four criterion variables were determined, as well as correlations of the minor variables with each of the criterion variables. A set of the 10 most functionally related minor variables was identified for each of the four criterion variables from the study's findings, suggestions were formulated for effectively utilizing determined patterns of support and nonsupport.

11. Carter, Richard F., and Odell, William R. The structure and process of school-community relations. Volume V, a summary. California: Institute for Community Research, Stanford University, June 30, 1966. 115p. ED 017 058 MF \$0.50 HC \$5.85.

Four technical studies of a 9-year research project are condensed to outline primary factors in the field of school-community relations, with special emphasis on communications and the enlistment of public support for schools. Each summary report includes (1) a short introduction describing the purpose of the particular study, the theoretical framework within which the study was formulated, and the methods used to collect the data; (2) a brief account of the most important findings from the study; and (3) implications of the study for the conduct and further study of school-community relations. The studies focus on (1) informal communication about schools, (2) the agents and agencies that mediate the flow of information between citizens and schools, (3) the structural aspects of school-community relations, and (4) the process of school community relations.

12. Center for Urban Education. Neutralization, a plan for decentralization. The Center Forum, v. 2, n. 2. (August 28, 1967), 2p. ED 017 582 MF \$0.25 HC \$0.20.

A saturation compensatory education program in a Bedford-Stuyvesant (New York City) Public School is being organized by Project Beacon of Yeshiva University. The 140 pupils in the fourth grade will be heterogeneously grouped and then grouped by talent in the area of art, music, and drama. An experimental curriculum, individual and small group instruction, smaller classes, intensive guidance services, and a parent involvement program are features of this experiment. There will be eight teachers assigned to the project, six of them in charge of classes, one cluster teacher, and one teacher specialist. Community residents will fill two parent-school liaison posts and several positions as school aides. Another feature of the project is a "crash" reading program for 100 of the most disruptive students and poorest readers in grades three to six. Project Beacon will offer inservice training to the entire school teaching staff. A community representative will sit on the governing board, which is responsible for evaluating the project, and at a later time workshops will be designed to prepare parents to participate in the school's management.

13. Center for Urban Education. The urban review, volume 1, number 4, November 1966. New York: CUE. 40p. ED 019 361 MF \$0.25 HC \$2.10.

This issue is made up of two articles, an editorial and a photographic essay on New York City's I. S. 201 controversy, and critical dialogue on previous articles. The first article, "For an Elected Local School Board" by Joe L. Rempson, written in response to the I. S. 201 controversy, proposes a plan for systematically involving the Negro community in the quest for quality segregated education. The second article, "Public and Parochial" by Richard P. Boardman, discusses the relationship between public and Catholic school systems, and suggests that the coexistence of the two systems creates educational inequalities and is generally detrimental to the public schools. In the section of critical dialogue there are discussions of the "600 schools" in New York City and of vocational education.

14. Cloward, Richard. Education and problems of poverty. Published in the Proceedings of the Annual Invitational Conference on Urban Education, May 3, 1966. 29p. ED 021 898 Not available from EDRS. (Available from Yeshiva University, Ferkauf Graduate School, 55 Fifth Avenue, New York, New York 10003, \$2.50).

An equitable system of income distribution is needed for the many indigent persons unable to benefit from skill enrichment programs, full employment, or job upgrading. Such persons include the aged, mothers with dependent children, and physically or mentally ill individuals. Present public welfare departments, which offer a form of income distribution, are inadequate because they do not try to reach the many people eligible for their services. Also, those people who do receive welfare are demoralized by inadequate budgets and by such administrative practices as the postmidnight investigations of clients' homes. The lives of these poor are virtually controlled by a 'professional elite' who run the welfare department and other bureaucratic public agencies like the housing authority and the schools. It is particularly important for educators to realize that welfare children, burdened by both psychological degradation and material deprivation, are not likely to learn in school.

15. Fusco, Gene C. Organizing the program. Section 1, Improving your school-community relations program. Successful school administration series. 1967. 18p. ED 021 327 MF \$0.25 HC \$1.00. (The complete document, "Improving your School-Community Relations Program," is available from Prentice-Hall, Inc., Englewood, New Jersey 07632, 71p., \$2.25.)

The American public school must depend for its strength on the support of local citizens who understand school affairs. The task of interpreting school affairs to the public is an administrative function and requires both information programs and enlistment of community support.

Organized programs are needed in which (1) community relations needs are defined, (2) goals are developed, (3) objectives are identified, (4) programs and activities are organized with alternatives being considered, and (5) needed resources are identified and mobilized.

16. Fusco, Gene C. Working with organized groups. Section 2, Improving your school-community relations program. Successful school administration series. 1967. 15p. ED 021 328 MF \$0.25 HC \$0.85. (The complete document, "Improving your School-Community Relations Program," is available from Prentice-Hall, Inc., Englewood, New Jersey 07632, 71p., \$2.25.)

Working with organized groups can be an effective way of improving school-community relations. Under proper conditions two types of organized efforts have proved to be successful--parent-teacher groups and citizens' committees for better schools. Basic to the wise use of organized citizens' groups is the need for the school staff to have knowledge about and to participate in community life. Administrators

can vitalize parent-teacher groups by influencing the choice of effective leaders, by encouraging the adoption of sound objectives, by helping to develop balanced programing, and by teaching the groups techniques of planning. Citizens' committees can be made more effective if school systems cooperate in fact finding, policy and program development, and development of public support over a wide range of problems. School personnel should avoid becoming involved with groups hostile to schools, groups inept or poorly organized, or groups that set obscure and aimless objectives.

17. Gartner, Alan, and Riessman, Frank. Paraprofessionals, their organization, and the unions. New York: New Careers Development Center, University of New York, September 1968. 9p. ED 028 108 MF \$0.25 HC \$0.55. (Also available from New Careers Development Center, New York University, Washington Square, New York, New York 10003.)

There are probably over 300,000 persons working as paraprofessionals now, most of them in public schools, health institutions, and the Office of Economic Opportunity (OEO). In the past year major strides have been made in organizing those human service workers to satisfy their concerns for better services, closer community ties, and new avenues of advancement. Representative of the trend was the formation of a National Association of New Careerists (growing out of the 1968 New Careers National Council) which now has participants in 22 cities. Such associations can work in harmony with present public service unions in education, health, welfare, and government employment. Minimum demands such as training, upgrading, and changing of testing requirements are not antithetical to traditional union positions, while such demands as participation, community involvement, change in the character of service, and rights of workers in the broader sense may require the new types of organization. Since it seems likely that demands by the new public employees unions will affect public service employees at all levels, union strategy should be planned so that benefits for paraprofessionals are not obtained at the expense of the older, higher groups. (Included are lists of typical paraprofessional demands and suggestions regarding union and association strategy.)

18. Gittell, Marilyn. Problems of school decentralization in New York City. The Urban Review, v.2 (February 1967), 5p. ED 013 843 MF \$0.25 HC \$0.35.

Demands for greater community involvement in and local control of public schools are becoming increasingly insistent. In several of New York City's school districts local boards have taken the initiative to heighten their effectiveness and powers, but they and others disagree

about definition of decentralization and ways to implement it. An effective plan must clarify (1) selection procedures for local school boards, (2) ways to appoint the local superintendent, (3) budget questions, (4) deployment of personnel, and (5) school district boundaries. Widespread community representation on local boards is one way to have local loyalty and problems better reflected in the schools. A typical 11-member group might include five parents, two teachers, three community organization representatives, and one elected local official. The district superintendent should be chosen by the criteria of local selection, focus of his loyalties, accountability and ability to develop community involvement. Lump sum appropriations would aid local planning for budget allocations and local control over the development of staff. Such budget control is the single most important way to respond to community interest and to encourage innovation and provide flexibility. Practical decentralized boundaries might be derived from educational parks, strengthening the present 31 school districts or reorganizing them into 15 new areas, or from creating five new borough-wide divisions.

19. Goldberg, Gertrude S. I.S. 201--an educational landmark. IRCD Bulletin, v.2, n.5, and v.3, n.1 (Winter 1966-67). 16p. ED 011 911 MF \$0.25 HC \$0.90.

Controversy over New York City's Intermediate School 201 raised some educational issues relevant to all school children as well as to the socially disadvantaged. Convinced that the school would provide neither integration nor quality education, some ghetto parents sought "quality segregated education," basic to which was community control over educational policy. Joint responsibility with representatives of the board of education for all aspects of school policy would, they maintained, give ghetto parents power comparable to that of white middle class parents. Such power, probably not exercised by any urban parents, would not jeopardize professional standards because the board would retain joint authority, and the pressures of funding and accreditation agencies would persist. Opposed by nearly all city-wide educational power groups, the dissidents became a neighborhood pressure group and pressed their demand--uncontroversial per se--for a black principal after a competent white principal had been appointed. Defeated in an initial boycott, the group seems to be generalizing its protest to other neighborhoods to compete with the city-wide groups which defeated them. Fraught with dangers (chiefly those which weaken the pressure for integration), the strategy of quality segregated education through community control represents "one sound alternative" to some basic problems in urban education.

20. Goldhammer, Keith, and Pellegrin, Roland J. Jackson County revisited, a case study in the politics of public education. Eugene: University of Oregon, 1968. 98p. ED 018 000 MF \$0.50 HC \$5.00. (Also available from Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon 97403, for \$2.00.)

This document is a sequel to "The Jackson County Story, a Case Study" (ED 011 569), which described the impact on a large suburban school district of community conflict arising over both educational and noneducational issues. The first study ended after the 1962 elections in which a majority of conservative candidates were elected to the school board. This sequel document covers the period between the 1962 and the 1966 elections. In 1963, faced with a school board whose majority was hostile to him and to many of his programs, the superintendent resigned. Under the new superintendent, who aligned himself with neither faction of the school board, controversy subsided for a time. Before the 1964 elections, major issues came before the board which split the factions and the community into liberal and conservative camps. In 1964 and in 1966, the liberal committee for the public schools (CPS) waged unified, organized campaigns for its candidates against the Conservative Council For Better Education. The techniques employed by CPS in its successful efforts to capture a majority of the school board positions are described, and the effects of the community conflict upon the educational program of the county's schools are discussed.

21. Gordon, George N. Educational television. The library of education. New York: Center for Applied Research in Education, Inc., 1968. 126p. ED 025 160 Not available from EDRS. (Available from The Center for Applied Research in Education, Inc., 701 Fifth Avenue, New York, New York 10011, for \$3.95.)

Educational television represents the most comprehensive innovation in American education. Its history, financial bases, public service aspects, and the future of open-circuit instructional television are presented briefly.

22. Gromacki, Chester. A study of current practices and development of an advisory committee handbook. June 1966. 29p. ED 014 950 MF \$0.25 HC \$1.55.

Lay advisory committees, which may be general in nature or may direct their attention to specific programs, are organized to advise and counsel school administrators and to make suggestions or recommendations for

guidance of state and local boards. They provide the two-way communication between the school and the community which is essential to all educational programs. The decision to establish an advisory committee must come from a properly constituted authority and should follow consideration of the committee's purpose, membership qualifications, size, and operation. The second part of the paper is a sample handbook for advisory committees, with sections on functions, types, establishment procedures, effective use of committees, responsibilities of school representatives, conduct of meetings, and followup of meetings.

23. Hansen, Carl F. Miracle of social adjustment--desegregation in the Washington, D. C. schools. Freedom pamphlet series. 1957. 71p. ED 016 688 MF \$0.50 HC \$3.65.

The bulk of this pamphlet is a recounting of the history of the desegregation of the Washington, D. C. public schools. Many anecdotes illustrate the process of community adjustment. Special attention is given to discipline, social activities, athletics, and inservice teacher education in the integrated schools. The most common fear of parents was that integration would lower educational standards for all children. When 1955 city-wide achievement tests were considerably below national standards, organized community parents decided to work on the problem by demanding better fiscal support for more teachers to reduce class size and to set up special classes for the retarded. At the time of the publication of this pamphlet, a broad school improvement program had been developed, and already completed curriculum reorganization had resulted in increased homogeneous grouping at all levels. A skills program had been reemphasized and promotional practices had been reexamined. Emphasis on subject matter standards had increased. Special education for the atypical slow learner and the educationally and emotionally handicapped was being stressed, and plans were being made to reduce class size in elementary schools and to initiate an extensive building program.

24. Harlacher, Ervin L. Effective junior college programs of community services--rationale, guidelines, practices. Los Angeles: University of California, September 1967. 77p. ED 013 660 MF \$0.50 HC \$3.95.

From a study of 99 junior colleges, the author describes four major program objectives of community services: (1) To make the college a center of community life through use of its facilities by community groups, (2) to provide educational services of the professional staff to assist in

the solution of community problems, (3) to promote the cultural, intellectual, social, and recreational life of the community, and (4) to interpret the college and its program to the community and elicit its active support. Tables list details of the services that a basic community service program should include. The author points out that effective administration includes determining the nature and scope of the program, securing community and college support for it, organizing the complete operation, and maintaining constant supervision and evaluation.

25. Hickcox, Edward S. Power structures, school boards, and administrative style. Paper presented at the annual meeting of the American Educational Research Association--New York City, February 17, 1967. 28p. ED 012 510 MF \$0.25 HC \$1.50.

Power structures in different communities vary, and the makeup of school boards and style of superintendents in any community can be viewed as a reflection of these different power relationships. A community may be characterized by (1) a dominated power structure, dominated school board makeup, and servant superintendent style, (2) a factional power structure, factional school board, and political-manipulation superintendent style, (3) a pluralistic power structure, status-congruent school board, and professional-adviser superintendent style, or (4) an inert power structure, sanctioning school board, and decision-maker superintendent style. Nineteen school districts in New York, and two each in Connecticut, New Jersey, and Pennsylvania, were selected in which separate interview schedules were administered to secure information according to the above classifications. The findings revealed that two types of relationships could be identified between communities, school boards, and superintendents. First, in 11 instances, administrative style was found to be related both to the board makeup and to the community power structure. Second, in seven instances, administrative style was found to be related only to board makeup, or the community power structure and board makeup were consonant but were at variance with administrative style.

26. Holliday, Al. Public understanding of education as a field of study. A conference (Palo Alto, California, November 30-December 1, 1967). Madison: Project Public Information; California: Stanford University, December 1967. 35p. ED 024 140 MF \$0.25 HC \$1.85.

This report highlights selected portions of a conference that dealt with communication between the public and the schools. The text was written specifically for persons involved in planning higher education and persons

who would profit from the establishment of new communication training programs. Some of the broader topics discussed include (1) the communication problem, (2) training educators to communicate, (3) educational reporters, (4) the implementation of suggestions, (5) certification requirements, and (6) research needed.

27. Jackson, Ervin, Jr. School board grant program on school desegregation problems. Final report. California: Sacramento City Unified School District, 1967. 14p. ED 019 381 MF \$0.25 HC \$0.80.

Project Aspiration was established to insure healthy intergroup relations in a Sacramento, California, school district. As part of the project, one elementary school was closed and its students transferred to four receiving schools. Before the schools opened in the fall, students, parents, teachers, and principals participated in orientation sessions. Training workshops were conducted for project staff, including teachers, teacher aides, bus matrons, and school clerks. A televised series of intergroup education programs was also initiated. To further encourage positive community relations, an intergroup relations service staff, active in all of the project activities, made frequent home visits, attended neighborhood council meetings, and guided the formation of an intergroup relations citizens' advisory committee. Several parent-school conferences were scheduled. To facilitate student's adjustment in the interracial schools, including district secondary schools, the intergroup relations staff helped to form special student and teacher organizations. Although some problems arose with the transfer of the minority group students, the results of the project have been generally successful.

28. Jennings, Kent M. Parental grievances and school politics. Paper presented at the Conference on Politics and Education--University of Oregon, June 14-17, 1966. 52p. ED 010 900 MF \$0.25 HC \$2.70.

To aid in the explanation of parent-school relationships, the development, nature, and handling of parental grievances was analyzed. Interviews with 1,669 students and 1,992 parents provided data to explore the following five major problems: (1) The distribution of grievances, (2) the student-parent transmission of grievances, (3) the relation of grievances to school affairs, (4) the substance of grievances, and (5) the redress of grievances. The findings of the study were that (1) 13 percent of the parents interviewed had grievances with course content, (2) 27 percent of the parents had grievances with "other events" at school, (3) schools classified as controversy prone were positively correlated with higher grievance rates, (4) students and parents reported specifically perceived grievances at nearly the same frequency, (5) student-parent relationships and differentiated roles of the mother and father determined the interpretation of transmitted

grievances, and (6) 58 percent of the course content grievances occurred in the area of religion and politics.

29. Klein, William, and others. New careers: A manual of organization and development. Washington, D. C.: University Research Corporation, Information Clearinghouse, September 1968. 19p. ED 025 471 MF \$0.25 HC \$1.05. (Also available from New Careers Institute, University Research Corporation, 1424 Sixteenth Street, N.W., Washington, D. C. 20036.)

Based upon material drawn from experimental programs at Howard University's Institute for Youth Studies (1964-67), this manual is intended for those wishing to train workers as nonprofessionals in the human services (health, education, mental health, recreation, child care, research, and community organization) and is designed to be used with SP 002 033, SP 002 034, SP 002 035, and other related curriculum manuals on specific occupational and skill areas. While the manual is predicated upon core-group training, i. e., all trainees receive a base of common generic training, the authors nonetheless recommend the manual, on the basis of its generic approach, for training programs not using the core-group model. Five major topics are covered: (1) The nonprofessional worker in human services; (2) job development, (3) qualifications, recruitment, and selection (trainee qualifications and the recruitment and selection processes); (4) training (training methods, training content, relationships with employing agencies, duration and completion of training, training guidelines, and training problems); and (5) research and program evaluation (the purposes and nature of evaluation, the duration of evaluative studies, and the research staff). Included is a 17-item bibliography.

30. Lance, Carroll G. Education is making headlines, a news media relations guide. Madison: Project Public Information, 1967. ED 025 012 MF \$0.25 HC \$1.75.

To help State departments of education strengthen their relationship with the news media, two specific areas of news media relations are discussed: (1) Planning advance news coverage for education seminars, conferences, and conventions, and (2) setting up and operating a newsroom at such meetings. Specific recommendations designed to help the news liaison representative and the news reporter are made in both of these areas.

31. Lance, Carroll G. Educators meet the press: a communication gap at the State capital. Madison: Project Public Information, Wisconsin State Department of Public Instruction, 1969. 69p. ED 024 141 MF \$0.50 HC \$3.55.

The purpose of this study is to help State departments of education fulfill their communications obligation and to acquaint education officials with the problems, prejudices, and power of the capital news corps. The study interprets questionnaire responses from and selected interviews with capital correspondents in 35 States. The need for educators to communicate with many news audiences is discussed and the advantages of developing a professional relationship with veteran newsmen are pointed out. Responses to the questionnaire by the capital news corps are discussed concerning (1) the correspondents' personal and professional backgrounds, (2) their ranking of State officials and agencies in the order of their importance as news sources, (3) their opinion of the need for State departments of education information directors and their relationship with the present information directors, (4) the professional and personal characteristics an information director should possess, (5) the major problems encountered in reporting education news, and (6) the most newsworthy education trends, programs, and problems.

32. Lipham, James M., and others. The school board as an agency for resolving conflict. Madison: University of Wisconsin, 1967. 198p. ED 016 280 MF \$1.00 HC \$10.00.

Viewing administration as a social process, a three-year study was made of the role of the school board as an agency for resolving conflict between the school and the community. Role expectations for the school board were assessed by interviewing, 1,794 citizens, 240 teachers, 183 public officials, and 90 school board members in 12 Wisconsin school districts selected on the basis of their size, wealth, non-public school enrollment, community controversy, and fiscal dependence--independence. Conflict resolution was assessed by observing school boards during the budget adoption process. Analysis indicated that consensus in role expectations for the school board and resolution of school board role conflict were not related either to change in financial support for the schools or to change in allocations to selected budget categories. Consensus in expectations within and between certain reference groups, especially citizens and teachers, was found to be significantly related to the level of financial support and the nature of budget allocations. School boards tended to engage in role avoidance, seldom resolved conflict in open meetings, tended to be intro-organizationally oriented on educational issues, and were extra-organizationally oriented on economic issues. Recommendations for future studies included distinguishing between role dissensus and role conflict and giving equal attention to both role and personality determinants of behavior.

33. Litwak, Eugene, and others. Relationships between school-community coordinating procedures and reading achievement. Stanford: Center for Advanced Study in Behavioral Science, December 31, 1966. 582p. ED 010 376 MF \$2.25 HC \$29.10.

The relationship of the school and community to reading achievement was studied by application of "A Balance Theory of Coordination." Interlocking surveys were conducted by administering questionnaires and interviews to a sample of 4,402 people, consisting of children from 18 elementary schools, their parents, their neighbors, and school personnel and teachers. The areas under study included (1) the neighborhood and the family as primary community groups, (2) school-community linkage mechanisms, and (3) bureaucratic organizations (schools) and goal achievement. A summary of major points showed that primary groups, bureaucratic structures, and their linkages must be taken into account if one is to understand the way school-community contact might affect the children's academic performance.

34. McCloskey, Gordon. Education and public understanding. Second edition. Exploration series in education, 1967. ED 015 529. Not available from EDRS. (Available from Harper and Row, Publishers, Inc., 49 East 33rd Street, New York, New York 10016, 622 pages, \$9.95.)

The second edition of a 1959 study examines the implications of recent research and modern communication media for providing educators with the capacity to obtain public moral and financial support for schools. Citizen support of education depends largely on the availability and discussion of pertinent information. Based on the principle that citizens have a right to be informed and the evidence that free people award their support to matters they understand and value, procedures are outlined by which administrators, teachers, and school boards can create genuine public understanding including ways of establishing effective working relationships with the media of newspapers, television, and radio. Values and limitations of school publications are analyzed and production techniques are summarized. While administrators are primarily responsible for achieving public understanding of education, teachers play a vital role in working with pupils, parents, organizations, and mass media to gain appreciation of the functions and values of schooling. In their relationship with the school superintendent, school board members make a special contribution to public understanding. A case study illustrates how a school administrator in a typical community can utilize the facts and ideas presented in the study.

35. McMahon, Clara P., and Strauss, Samuel. The public image of education in Maryland. Final report. Baltimore: Johns Hopkins University, August 1967. 107p. ED 016 296 MF \$0.50 HC \$5.45.

Questionnaire responses from 896 community leaders (55 percent of total sample of 1,643), representing 11 groups concerned with education in Maryland, were statistically analyzed to determine how community leaders view the public schools, what they consider the desirable goals and major problems of the schools and how well they are being met, and how they believe schools can meet future demands and rising costs. Respondents included State legislators, local political officials, boards of education, school superintendents, classroom instructors, PTA presidents, businessmen, industrialists, labor and farm leaders, women's club officers, and communications media representatives. Through an analysis of returns by groups, occupations, geographic regions, community activities and interests, school backgrounds, and evaluations of school performance, the study concluded that community leaders are sympathetically interested in the public schools, show high agreement on particular issues, and place heavy emphasis on intellectual training, raising teacher status, smaller classes, individual attention, better counseling, challenging students to meet their potentials, updating vocational training, improving school communications, and more State aid. Tabulated findings, instruments used, and material collateral to the study are appended.

36. Melzer, Jack. Impact of social class. Educational Leadership, v. 25, n. 1 (October 1967). 5p. ED 020 960 MF \$0.25 HC \$0.35.

In bringing about educational change, educators must consider such factors as motivation, parental attitudes, home circumstances, and job incentives, which importantly influence an individual's academic achievement. Discrimination and cynicism in an increasingly affluent society and within the educational system have undermined the positive development of these factors among the disadvantaged. Disadvantaged pupils might learn more effectively if the positive aspects in their background were stressed, and if the wide gap between school and community were narrowed. Multicultural textbooks, increased parental involvement in the school and in the educational process, and neighborhood schools which function as important community institutions are among the measures which might be effected. Also, there is evidence that disadvantaged children might achieve better in multisocial class settings. Finally, job and housing opportunities must be commensurate with an individual's level of educational achievement if education is to be respected by disadvantaged groups.

37. Murdoff, Virginia F. A study of community opinion concerning junior college functions. Napa, California: Napa Junior College, 1967. 9p. ED 014 984 MF \$0.25 HC \$0.55.

A survey to determine what the community understands of the local junior college and its functions was conducted by personal interviews with 367 randomly selected householders. Of those interviewed, 52.6 percent had no opinion on the college, 37.9 percent felt that the college was performing well or adequately, and 9.5 percent felt it was not. In many cases, those who expressed an opinion gave no reasons for their conclusions. After replies were classified by age, income, education, and information source of the respondents, it was found that no particular segment of the population was more grossly uninformed than another. The need for more public information on the college was apparent.

38. National School Public Relations Association. Working with parents, a guide for classroom teachers and other educators. Washington, D.C.: NSPRA, 1968. 41p. ED 017 998 MF \$0.25 HC not available from EDRS. (Available from the National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, Stock No. 411-12718, \$1.00)

This guide for classroom teachers is based on the idea that education is a responsibility shared among school, teachers, and parents. Suggestions are made for teacher facilitation of good student-parent-school relations. Among the public relations problems discussed are teacher introductions to student and family, notes to parents, homework, parental visits, home visits, parental complaints, behavior problems, testing, and sex education.

39. Nussel, Edward J. Conflict and school-community relations. Paper presented at the annual meeting of the American Educational Research Association--Los Angeles, California, February 6, 1969. ED 027 621 MF \$0.25 HC \$0.90.

To test a restructured version of the Simmelian theory of conflict, which holds that conflict can result in conciliation, cooperation, and other benefits, interviews were conducted with 14 leaders of metropolitan community groups who had been active in five separate conflict situations with the local board of education. The objective of the study was to understand the resultant attitudes of these people in an attempt to ascertain whether or not the experience was beneficial to them. Nineteen negative and 11 positive elements were extracted from the interview replies, with a frequency of 64 negative and 50 positive elements. These findings indicate that conflict between the schools and their communities should be avoided because of the

dominance of dysfunctional elements. However, the gratification derived from conflict by certain individuals suggests that conflict eruption needs empirical investigation before one can safely generalize concerning its benefits. A 35-item bibliography is included.

40. Pinson, Gerald W. Current trends and practices in school public relations, a research project. Commerce: East Texas School Study Council, January 1967. 66p. ED 011 698 MF \$0.50 HC \$3.40.

Features of the public relations programs of member schools of the sponsoring council are evaluated and compared with the standards of eight current texts on school public relations. The six categories distinguished for evaluation include (1) administrative organizations, (2) faculty and staff activities, (3) pupil activities and publications, (4) school publications, (5) patron activities, and (6) miscellaneous activities. Excerpts from the texts are included in a review of literature related to each of the categories. Differential responses to a questionnaire of 50 items are appraised with respect to established public school paper, local newspaper coverage, publication and distribution of an annual report, pupil evaluation, a school yearbook, PTA and similar organizations, adult education programs, special spectator and participant events for the public, teacher-parent conferences, and local radio publicity. Major recommendations to improve school public relations programs include (1) appointment of a staff member with responsibility to develop school-community relations, (2) organization of a program with specific longrange plans, (3) increased representation of principals and teachers in civic speaking assignments, (4) regular publication of a school paper, (5) publication of an annual report, and (6) effective participation by administrators and teachers to increase the usefulness of the parent-teacher association.

41. Pointer, Avis Y., and Fishman, Jacob R. New careers: entry-level training for the human service aide. Washington, D. C.: Information Clearinghouse, University Research Corporation, March 1968. 28p. ED 025 469 MF \$0.25 HC \$1.50.

This manual is an introduction to the New Careers Program, a program devoted to train the unemployed and/or underemployed in entry-level skills for nonprofessional jobs in the human services ("the fields of public service in which a person-to-person relationship, crucial to the provision of services, exists between the receivers and the providers of the services," including "health, education, mental health, social services, recreation, law enforcement, corrections, rehabilitation, housing, and employment"). Included are a glossary of New Careers Program

components, a general introduction to the basic concepts and principles of the New Careers Program, an explanation of the training design, descriptions of the entry training program components and the training methods, and consideration of program certification and accreditation. Also included are a 23-item bibliography, samples of weekly schedules, and a presentation of the fundamentals of the New Careers Training Model.

42. Preusch, Dee (Ed.). Public relations gold mine, volume 8. Washington, D.C.: National School Public Relations Association, 1966. 63p. ED 025 844 MF \$0.50 HC not available from EDRS. (Available from National School Public Relations Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036.)

Seventeen articles present an overview of ideas dealing with many facets of school public relations. Topics singled out for coverage include (1) the importance of school public relations programs now and in the future; (2) potential contributions of citizens' advisory committees; (3) formation and use of small-scale public opinion polls; (4) key factors in successful public relations programs for changing neighborhoods, culturally deprived areas, and school finance campaigns; (5) plans for effective information programs by State school officials; (6) an attitude survey revealing sharp differences in public attitudes depending on factors such as age, race, religion, education, and city size; (7) possible contributions of social scientists to school public relations programs; (8) hints for creating effective news reporting organizations; (9) public relations fallacies exposed by the programs of teacher associations; (10) pitfalls of borrowing designs and typographical ideas from business publication; (11) the necessity for viable internal communication; and (12) required leadership skills for public relations and the administrator's role. Forty-nine innovative public relations ideas from school systems around the country are offered, followed by a selected bibliography of 70 entries.

43. Preusch, Dee (Ed.). Public relations gold mine, volume 9. Washington, D.C.: National School Public Relations Association, 1967. 63p. ED 025 845 MF \$0.50 HC not available from EDRS. (Available from National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, for \$2.00.)

Nineteen articles present an overview of ideas dealing with many facets of school public relations. Analysis and suggestions cover such topics as (1) planning and use of press conferences; (2) proper balance between techniques and message in public relations programs; (3) potency of

education in economic and social development; (4) interpretation of voting on school finance issues; (5) techniques for improving personal presentations, use of radio and television, publications, parent conferences, letters, and teacher recruitment materials; (6) making the school responsive to community needs to improve school community relations; (7) necessary skills of the school public relations specialists; (8) public relations through exhibition of student efforts and achievements; (9) public relations for innovative programs; (10) confusion concerning the administration of information programs; (11) role of classroom teacher in public relations; and (12) potential problems with internal school communications. A 52-entry selected bibliography is included.

44. Riessman, Frank. The new struggle for the paraprofessional: Between the community and the agencies. New York: New Careers Development Center, November 1968. 9p. ED 026 296 MF \$0.25 HC \$0.55. (Also available from New Careers Development Center, School of Education, New York University, New York, New York 10003.)

Despite the difficulties emerging in relationships between paraprofessionals and agency professional--difficulties related to basic social cleavages (black-white, community-professional, and participation-authority)--the utilization of paraprofessionals will continue to increase because of community desire to influence the staffs of the agency or institution, to have an "inside" (community) voice in the school, for example. More community attention will now be directed toward how paraprofessionals are selected, trained, utilized, and how professionals are trained in working with them (learning from them as well as imparting knowledge to them). Moreover, there will be an increasing focus on the paraprofessional's role in producing reorganization and expansion of the human service system. Several related trends may coalesce with the paraprofessional movement to produce such change: the demand for accountability of the professions, the demand for community control and decentralization, the whole new involvement of the ghetto in regard to the human service agenda, and the great concern among increasing numbers of professionals regarding the nature of their profession. The paraprofessional by his very existence "inside the system" may increase the relevance of services and improve contact through his bridge or two-way communication role, functioning as a translator, expeditor, ombudsman, and advocate.

45. Scheuler, Herbert. A case study in preparing teachers for the disadvantaged, Project 120--a special student teaching program in junior high schools in low socio-economic areas. New York: City University of New York and Hunter College, December 1964. 11p. ED 011 009 MF \$0.25 HC \$0.65.

Project 120 assists special service schools in recruiting and holding teachers, trains teachers to work in urban schools for the disadvantaged, and explores factors that will improve teacher education for urban schools. The special program is announced to undergraduates who have qualified for student teaching. In addition to conventional supervision, participants are regularly visited by the project coordinator. They also visit community agencies and interview community leaders. Every effort is made to familiarize the student teachers with the community and to dispel any fears and prejudices they may have about deprived areas and their residents. Since its inception in 1960, Project 120 has had 21 to 32 enrollees annually, averaging about 10 percent of Hunter College student teachers. Almost 80 percent accepted teaching positions at the schools where they did their student teaching, with a large proportion still there 4 years later. At J. H. S. 120, where the Project began, 23 of the 95 teachers are Project graduates. They were judged to have been helpful with each year's incoming project student teachers.

46. Shapiro, Elliot, and others. Involving community and parents. 1967. 6p. ED 012 736 MF \$0.25 HC \$0.40.

The first paper of a panel, by Aaron Brown, briefly reviews some issues of parent-community involvement in the schools. He notes the increasing community concern with better teacher preparation and performance, quality integrated education, and various current educational strategies and practices. He points out that the principal is the key to the success or failure of parent-community involvement. Harry Gottesfeld states that ghetto residents have the greatest understanding of the factors influencing the child's life and school behavior and, therefore, community people can offer considerable knowledge to teacher education. He outlines six productive roles for community residents in teacher education and in the schools. Don Watkins says that low income communities can explain the demographic characteristics of poverty areas to teacher trainees, involve them in area activities, and offer them direct personal experiences with the poor. He urges that school systems guarantee parent-community involvement in decision making before teachers are placed in the schools and that adult education courses train residents for various professional jobs. Elliot Shapiro in summarizing the panel papers adds his criticism of the "aloofness and smugness" of the educational establishment, and suggests that teacher trainees be taught how to cope with this establishment.

47. Snow, R. J. Community resources and conflict propensity as sources for constraints on the local school administrator. Paper presented at the annual meeting of the American Educational Research Association, New York City, February 18, 1967. Eugene: University of Oregon. 1967. 31p. ED 012 507 MF \$0.25 HC \$1.65.

To determine the extent to which school system environments may be distinct in terms of community resources and conflict propensity, the voting records, socioeconomic data, and aspects of board of education interaction with school superintendents of four suburban Illinois communities were analyzed. A comparison of constraints and supports for four communities indicated a higher degree of school superintendent leadership in the district with the most abundant resources and conflict management skill. This was evidenced by a representative community caucus enjoying broad support for the school program and entrusting educational decision making to the school superintendent. Differential manifestations of superintendent administrative ability and varying degrees of success achieved in school-community relations for the four communities were briefly reviewed.

48. Stiles, L. J. The present state of neglect. Madison: Project Public Information, Wisconsin State Department of Public Instruction, November 1967. 56p. ED 024 142 MF \$0.25 HC \$2.90.

This study was designed to learn what is now being done or planned by institutions of higher education to orient school administrators to the field of educational public information in both preservice and inservice programs. A corollary goal was to identify institutions that prepare specialists in educational public information. Information for the study was obtained from questionnaire responses by 97 deans of education and journalism representing 86 institutions. It was found that most preparatory programs in educational public information are not jointly sponsored by schools of education and schools of journalism. To remedy this situation and to establish public information as a field of graduate study, five recommendations are made: (1) A national conference of selected leaders and experts in different aspects of public information should be held, (2) selected institutions should be encouraged, (3) educational public information should become a career field for specialists in various aspects of communication, and (4) programs for research should be encouraged.

49. Streloff, Alexander N. Guide to public relations for junior colleges, monograph C-8. March 1961. 44p. ED 013 647 MF \$0.25 HC \$2.30. (Also available from Southwestern Publishing Company, 11 Guittard Road, Burlingame, California 94010.)

The author defines public relations and describes its reciprocal value to the college and its "publics". The office of public relations, whether staffed by faculty and administrative personnel or by outside experts, must be able to (1) assemble its facts on the college goals, areas of public ignorance, justified criticism, and available resources; (2) blueprint its target in order to set up (a) its organizational channels, (b) its physical facilities, and (c) its sources of information as faculty, students, administration, classified personnel, college events, and community services. To accomplish these three major tasks, the public relations staff must select suitable tools and techniques of communication, stress inservice training of personnel, and constantly review, evaluate, and revise the program according to its success in meeting its objectives. The staff must recognize that it has to receive as well as disseminate information. A checklist of steps for setting up a public relations program is included.

50. Sumption, Merle R., and Engstrom, Yvonne. School-community relations—a new approach. Administration in education series. 1966. ED 015 524 Not available from EDRS. (Available from McGraw-Hill Book Company, 330 West 42nd. Street, New York, New York 10036, 238 pages, \$6.95.)

This book presents a view of school-community relations based on the concept of the changing school in the changing community. To develop and maintain a desirable and adequate relationship between school and community, four essential principles must be operative: (1) Recognition that the school is a public enterprise, (2) understanding that the American public school has a responsibility to seek out truth and teach people to live by it, (3) realization that there must be systematic, structured, and active citizen participation in educational planning, policy making, problem solving, and evaluation, and (4) recognition that an effective two-way system of communication between school and community is needed. Ten areas are considered relative to ways a private citizen can contribute constructively and effectively to the improvement of education: (1) The public school in the modern community, (2) the school and the community power structure, (3) the role of the community in education, (4) community participation, (5) the citizen advisory committee, (6) communication between school and community, (7) the development and maintenance of communication, (8) principles of operation, (9) the school and social change, and (10) basic issues in school-community relations.

51. Texas Education Agency. Bond issue--what shall we do. Techniques used in promoting school bond elections. Austin: Texas Education Agency, March 1966. 90p. ED 014 863 MF \$0.50 HC \$4.60.

This report outlines suggestions for conducting school bond campaigns. One of the first steps an administrator should take is to evaluate the factors important to the selling of bonds--stimulate interest in investment dealers thereby increasing competition for bonds, prepare a complete accurate prospectus, circulate the prospectus among bond dealers, answer all inquiries promptly and accurately, and if not rated, investigate the possibility of becoming rated. Another precampaign measure is to establish lines of communication for disseminating information to the public. Mass media, public speakers, and citizens committees utilizing graphs, charts, etc., may be used to carry the campaign to the public. A public relations program is suggested as a means for stimulating community action. Samples of speeches, brochures, graphs, blueprints, financial reports and other campaign materials are cited in the report.

52. Trigg, Gordon P., and others. An informative report to the Los Angeles City Board of Education. Los Angeles: Office of Urban Affairs, June 15, 1967. 19p. ED 019 350 MF \$0.25 HC \$1.05.

Included in this document are progress reports from the Office of Urban Affairs, on (1) programs funded under titles II-A and I-B of the Economic Opportunity Act (Elementary, Secondary, and Adult Education, and Youth Services), (2) activities of the human relations unit, (3) inservice training programs funded under the elementary and secondary education act, (4) community relations programs, and (5) citizens' compensatory education advisory committee.

53. Wiegman, Robert R. The care and feeding of the community junior college, proceedings of the annual Junior College Administrative Teams Institute (7th, Daytona Beach, August 13-15, 1967). Gainesville: University of Florida, 1967. 143p. ED 019 050 MF \$0.75 HC \$7.25.

This conference was organized around a two-part theme, consisting of (1) the junior college's community and public relations, and (2) support for institutional development, with emphasis on private sources of funds. Specific topics included publicity, the image of the college in print, community relations, the machinery for development, gifts, and deferred giving.

54. Williams, Judy Rogers An investigation of the current role of publicity in the Washington, D.C. Manpower Development and Training Act Program with a proposed public relations program for the future. Washington, D.C.: American University, 1967. 124p. ED 025 700 Not available from EDRS. (Available from University Microfilms, 300 Zeeb Road, Ann Arbor, Michigan 48106; MF \$3.00, Xerography \$6.00.)

An attempt was made to establish the role of publicity during 1962-64 in the Manpower Development and Training Act (MDTA) program in Washington, D.C. Trainees (99% Negro, largely over age 40) had had a year of vocational education and training for service occupations. However, of employers interviewed (owners and operators of banks, hospitals, groceries, hotels and motels, real estate firms, and restaurants), only 24% knew about MDTA program; and only two of the 48 trainees had heard of the program through any publicity medium. From 1962 to 1964, only 21 articles in the "Evening Star" and the "Washington Post" dealt directly with the project. Some potential employers seemed to consider such programs wasteful and inefficient. Many early critics of MDTA accused local employment offices of choosing only the younger, better educated unemployed for training. Program success requires effective communication and public relations (preferably through the Office of Manpower Training and Automation) to reach potential trainees and employers, mass media, and other groups.

55. Young, W. Winston. Censorship: The need for a positive program to prevent it (book selection as public relations). 1968. 18p. ED 025 525 MF \$0.25 HC not available from EDRS. (Available from National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820, Stock No. 02455, HC \$2.95.)

Teachers must develop positive public-relation techniques to preserve freedom from censorship while maintaining the public's interest in school programs. Censorship of books by both individuals and pressure groups can be avoided or dealt with through a program which has been carefully prepared before any censorship attempt occurs. The first step should be selection of the book by several teachers familiar with the community and the students. Then, the reasons for the book's inclusion in the curriculum should be disseminated through the school system and should be made available to the community through news outlets, PTA meetings, and other avenues of communication. Thus, a general unity of purpose is fostered among teachers, and reasonable discussion is encouraged between teachers and community leaders. When censorship attempts do occur, the school should first consider whether or not the book is being taught in a sensational manner. If it is not, the school should then present to the censor the questions raised in the NCTE pamphlet, "Citizen's Request for the Reconsideration of a Book." Also, offering a choice of titles to a single class will not only provide for individual reading differences but also discourage the objector who claims that his child is forced to read one particular book.

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